

2005 PAAP Science & Technology Entry Slip for Content Standard

Student Name: _____

Grade: _____

D

STEP 1

Check the ONE Level of Assistance most used by the student to complete work for this Content Standard. See PAAP Manual "Introduction to PAAP Levels of Assistance" for definitions and examples of types of assistance.

Task Specific ☐

The preponderance of student work for this Content Standard required assistance specific to the task, ranging from the most intense kinds of support to assistance primarily involving teacher elaboration and clarification.

Not Task Specific ☐

The preponderance of student work required little or no assistance. The teacher may have, for example, encouraged the student to stick with the task to completion.

STEP 2

Circle the ONE PAAP Rubric Level used by the student to complete work for this Content Standard.

Rubric Level 1

Rubric Level 2

Rubric Level 3

Rubric Level 4

STEP 3

- Circle the ONE Content Standard and the ONE Performance Indicator used by the student to complete the work for this Content Standard Entry.

SCIENCE AND TECHNOLOGY

A. Classifying Life Forms	1	2	3	4					
B. Ecology	1	2	3	4	5				
C. Cells	1	2	3	4	5				
<u>D. Continuity & Change</u>	1	2	<u>3</u>	4	5	6	7		
E. Structure of Matter	1	2	3	4	5	6	7	8	
F. The Earth	1	2	3	4	5	6	7		
G. The Universe	1	2	3	4	5				
H. Energy	1	2	3	4	5	6	7	8	9
I. Motion	1	2	3	4	5	6			
J. Inquiry & Problem Solving	1	2	3	4	5	6			
K. Scientific Reasoning	1	2	3	4	5	6	7	8	9
L. Communication	1	2	3	4	5	6	7	8	
M. Implications of Science & Technology	1	2	3	4	5	6	7	8	

CONTENT STANDARD ENTRY IS COMPLETE WHEN:

- ☐ Steps 1-3 on this Entry Slip have been completely filled out.
- ☐ Two Task Descriptions are completely filled out and accompany this Entry Slip.
- ☐ One Video/Audiotape Script is filled out and attached to Task Description for each task containing video or audio media components.
- ☐ Two pieces of student work, aligned with the appropriate PAAP Rubric, and worth 6 points each for a total of 12 points, accompany this Entry Slip.
- ☐ Accompanying student work is corrected.

2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: D Performance Indicator: 3 Rubric Level: 1 Rubric Page# S&T 7

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:

Selected Response ☒ Constructed Response ☒ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Life in Stages

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **first task** for this Entry required that the student first identify three stages of an organism and then put the stages into correct sequence. A worksheet was provided on which the student marked three life stages of the selected organism.

When the identification was complete, the student numbered the three life stages of the organism in their appropriate sequence (teacher can record the numbers).

Prior Knowledge and Skills Required:

The student needed to have instruction on the changes that are part of the life cycle of a given organism. This student studied the life cycle of _____. They also needed instruction on the format of the worksheets.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided a worksheet related to the life stages of three different organisms, including the one studied. The student used the worksheet to match two stages of the selected organism to its adult stage, and then to sequence the stages by numbering them.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
4 of 6 = 67%	5 of 6 = 83%	6 of 6 = 100%

Other Information: (ex., Clarify how the point value of the task was determined.)

Descriptions may be dictated to the teacher.

Life in Stages

Circle three life stages of the same organism. Then number the three stages of the organism you have chosen in order as they occur in the organism's life cycle.













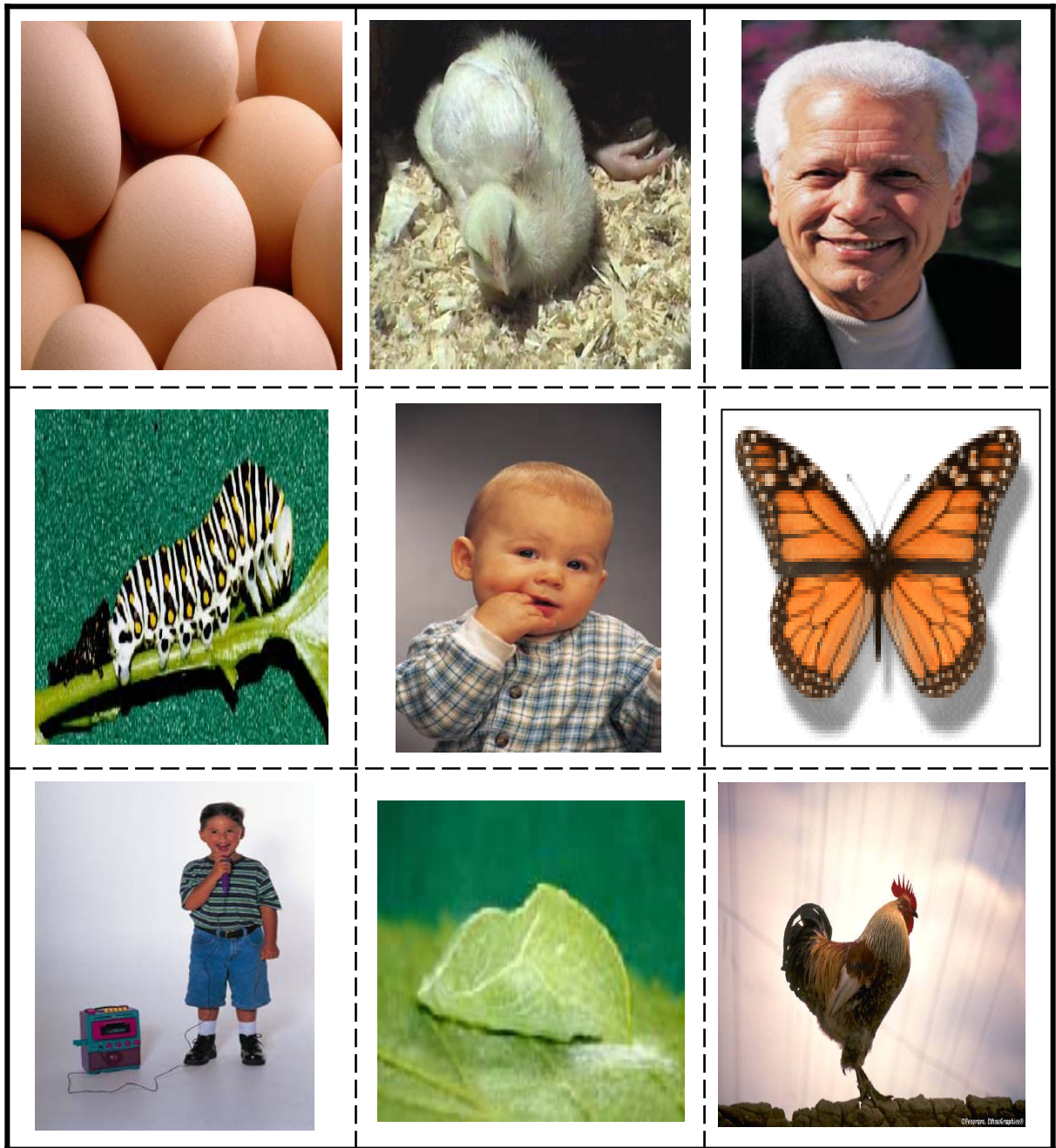






% Correct _____

Sequencing Cards for Optional Use with “Life in Stages”, 2nd Entry, 1st Task



2005 MEA PAAP Task Description # _____

Student Name: _____ Task Date: _____

Content Area (Circle one): ELA Mathematics Science & Technology

Content Standard: D Performance Indicator: 3 Rubric Level: 1 Rubric Page# S&T 7

Assessment Format (as listed in *PAAP Framework of Assessment Formats*) Check all that apply:

Selected Response ☒ Constructed Response ☐ Performance Based ☐

Source of Task: PAAP Task Bank Points for Task: 6

Task Title: Life in Stages

Media

Description of Task: (Include specifics related to such components as targeted content knowledge and skills, specific elements of the task, materials used, and specific directions given to student, etc.)

The **second task** for this Entry required that the student first identify three stages of an organism and then put the stages into correct sequence. A worksheet was provided on which the student marked three life stages of the selected organism.

When the identification was complete, the student numbered the three life stages of the organism in their appropriate sequence (teacher can record the numbers).

Prior Knowledge and Skills Required:

The student needed to have instruction on the changes that are part of the life cycle of a given organism. This student studied the life cycle of _____. They also needed instruction on the format of the worksheets.

Teacher Role in Task: (ex. read to student, recorded answers, provided number cards, monitored progress, etc.)

The teacher provided a worksheet related to the life stages of three different organisms, including the one studied. The student used the worksheet to match two stages of the selected organism to its adult stage, and then to sequence the stages by numbering them.

Level of Assistance (Check one): Task Specific ☐ Not Task Specific ☐

(Provide SPECIFIC details on how assistance was given for this task (ex. questions asked student, clues given, templates provided, etc.)

Data Key: (Define any symbols used for completion or correction of task.)

_____ = correct

% Correct _____

1 of 6 = 17%	2 of 6 = 33%	3 of 6 = 50%
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Other Information: (ex., Clarify how the point value of the task was determined.)

Descriptions may be dictated to the teacher.

Life in Stages

Circle three life stages of the same organism. Then number the three stages of the organism you have chosen in order as they occur in the organism's life cycle.



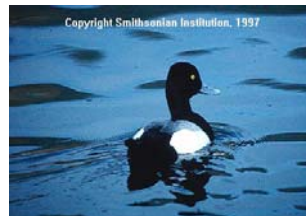
















% Correct _____

Sequencing Cards for Optional Use with “Life in Stages”, 2nd Entry, 2nd Task

